

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic.	
<b>Grade Level/Band Standard:</b>	9-12.C.5.3 Explain how democracy relies upon the responsible participation of its citizens and identify ways a citizen can effectively participate.	
<b>Student Friendly Language:</b>	I can demonstrate an understanding of what it means to be a responsible citizen in a democracy	
<b><i>What prior knowledge do students need to have to be successful on this standard?</i></b>		
<ul style="list-style-type: none"><li>• An understanding of the various forms of civic engagement.</li><li>• Participation in the community and school are important aspects of effective citizenship.</li></ul>		
<b><i>Students Will Know (Factual Knowledge)....</i></b>	<b><i>Students will Understand (Historical Inquiry)....</i></b>	<b><i>Students Will be Able to Do (Performance Based)</i></b>
<ul style="list-style-type: none"><li>• The rights and responsibilities as outlined in founding documents, principles of democratic participation and methods by which citizens participate in government.</li></ul>	<ul style="list-style-type: none"><li>• Democracy as a philosophical concept stipulates that responsible citizens engage in the process of a democratic society.</li><li>• There are various methods by which citizens can participate in democratic government.</li></ul>	<ul style="list-style-type: none"><li>• Evaluate the participatory roles of citizens.</li><li>• Demonstrate an understanding of the philosophical idea of democratic participation as necessary to democratic function.</li><li>• Identify specific opportunities in which citizens may contribute to their community.</li></ul>
<b><i>Vocabulary (Key Terms Used by Teachers and Students)</i></b>	<b><i>What are possible misconceptions students may have with respect to this standard?</i></b>	
<ul style="list-style-type: none"><li>• Civic engagement</li><li>• Participation</li></ul>	<ul style="list-style-type: none"><li>• Identifying responsible civic engagement, especially with all of the sources thrown at students.</li></ul>	
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 4</a>	<ul style="list-style-type: none"><li>• The Oceti Sakowin Tribal members have unwritten rules about how individuals should</li></ul>	

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<a href="#">OSEU 7</a>	participate and act in their tribe. <ul style="list-style-type: none"><li>The Oceti Sakowin Tribal members establish self determination to bring about positive social change.</li></ul>	
Vertical Alignment		
<b>Previous Learning Connections</b> <ul style="list-style-type: none"><li>8.C.4.2 Apply the rights and responsibilities of U.S. citizens to students’ lives.</li><li>8.C.4.3 Compare and contrast methods of civic involvement.</li></ul>	<b>Current Learning Connections</b> <ul style="list-style-type: none"><li>Identify the crucial role in effective citizen participation.</li><li>Draw connections to novels or readings that are being addressed in other courses.</li><li>Connecting the role and action of student governance boards.</li><li>Connecting the role and action of local governance boards.</li></ul>	<b>Future Learning Connections</b> <ul style="list-style-type: none"><li>Real-life Application.</li><li>Vote.</li></ul>
C3 Framework Relevant Skills and Applications		
<b>Constructing Compelling Questions:</b> <ul style="list-style-type: none"><li>D1.1.9-12. Explain how a question reflects an enduring issue in the field.</li><li>D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li></ul> <b>Taking Informed Action:</b> <ul style="list-style-type: none"><li>D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li><li>D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school civic contexts.</li></ul>		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"><li>Have students identify specific opportunities in which they can contribute to their community.</li></ul>		
Possible Civic Engagement Activities		

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These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> <li>● Present research to decision makers</li> <li>● Write a newspaper editorial</li> <li>● Make a press release</li> <li>● Start a social media campaign</li> <li>● Create a Facebook or Web page on an issue</li> <li>● Create &amp; circulate an infographic</li> <li>● Make &amp; circulate a video</li> <li>● Create short public service announcements</li> <li>● Write a letter to a government official</li> <li>● Write an article for the school newspaper</li> <li>● Create art to advocate (music, photography, murals, etc.)</li> <li>● Present on the morning announcements</li> <li>● Deliberate essential question with invited guests</li> <li>● Work collaboratively to write a resolution</li> <li>● Contact an organization with whose platform you agree and see how you can get involved</li> <li>● Create a class position statement</li> <li>● Initiate an informed conversation</li> </ul>	<ul style="list-style-type: none"> <li>● Civic engagement activities are a natural fit to American Government. The activities to the left are possible suggestions. They are inherently rooted in many of our standards.</li> <li>● The list to the left is a comprehensive list of civic engagement activities. Encourage students to act virtuous. This can be as simple as cleaning up their work space, parking their car legally, following the rules, and/or actively participating in classroom discussions.</li> </ul>

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<ul style="list-style-type: none"><li>● Organize a “flyer” campaign to raise awareness</li><li>● Document and share oral histories/narratives</li><li>● Present to another class</li><li>● Organize fundraising event for a cause</li><li>● Form a club</li><li>● Circulate a petition</li><li>● Bringing stakeholders together for a classroom forum</li><li>● Create a poster and hang it in a public space</li><li>● Create a community education pamphlet</li><li>● Organize community service</li><li>● Organize a rally</li><li>● Champion a boycott</li><li>● Other (please specify):</li></ul>	
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